

# Exploring the Implementation of Student-Centered Approach: A Case Study of EFL Teachers' Classroom Management on Junior High School.

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**Abstract:** The objectives of this research were to find out: (1) Teacher's perceptions about student-centered approach. (2) The implementation of student-centered approach in the EFL classroom. (3) The process of classroom management of student-centered approach in the EFL classroom. The researcher applied the case study research method. This research was carried out at SMPN 1 Polombangkeng Utara at Takalar. The subjects of this research were two English teachers at SMPN 1 Polombangkeng Utara. All of them were chosen by using purposive sampling the researcher observed and interviewed all the teachers who apply student-centered as teaching approach at the classroom as the participant to be observing base on the recommendation of the headmaster and the coordinator teacher of the English and supervision value. It will be narrowed as a sample of 2017-2018 academic years. For the students, the researcher takes the classes taught by the teacher i.e. teacher A taught IX.1, and IX.2 then teacher B taught IX.3, IX.6, and X.7. Each class has 30 students. The researcher conducted observations by using video recording and field notes. Video recording was used to record students' and teachers' performance in the class. Meanwhile, field notes used by the researcher to obtain more accurate data. It revealed that that student-centered approach is good, even better if it is compared with teacher-centered. There is a significant correlation between SCA and classroom management in EFL classrooms where in SCA the learner is the center point in exploratory teaching and learning. The teachers mainly responsibility is in assisting learners designing for the section, pace and evaluating of an appropriate learning experience. The implementing SCA in the class is not fully one hundred percent. It because of the various student's level ability that makes student-centered is not running smoothly. Learning material provide influence implementing SCA in the class, not only that, the willingness of the teacher, and also the school facility are the factor of implementing SCA in the class. The process of classroom management of SCA in EFL classroom teachers divides the lesson into three main activities. They are Pre activity, whilst activity and post activity. The activities in whilst activity involves observing, asking, data collection, associating, and networking where whole the activity is done by the students through the guidance of the teacher. These activities make SCA different from other approaches.

**Key Words:** *Student-Centered Approach, Classroom Management, EFL Classroom*

## 1. Introduction

Teacher is a key point in teaching and learning process in the classroom. A good teacher is a teacher who can direct, guide, inspire and transfer their knowledge and virtues to his students (Rasyid, 2015). Because of that, good teachers must have a good classroom management in order they can control their students, direct and guide them to effective learning. Marzano, et.al (2003) argued that teachers play various roles in a typical classroom, but one of the most important is that of classroom manager. He also added that a poor managed classroom cannot make an effective teaching and learning.

Some research has been conducted on classroom management in EFL classroom, for example Marzano et.al (2003) state that good classroom manager are teachers who understand specific techniques. Another, Huth (2015) said that minimal learning will be achieved in the class when the teacher cannot manage their classroom, and the class will be completely chaos. Related to this, Rahman et.al (2010), point out that the teacher should focus on motivation technique in the class than giving extra work fines and verbal abuse as punishment technique. The teacher need empowerments for management of their classrooms

by explore new ideas and information to develop a set of skills to perform their task effectively.

The discussion of classroom management and students centered in this paper are the main topic based on the theory of Wright (2005) who stated that, classroom management is the central element of every teacher's daily professional experience which is consist of the series of procedure and technique the teacher manage their classroom, lesson, knowledge and skill in his profession where the learners, teachers and learning opportunities are the basic of classroom management practice. Lewis (2009) argued that classroom management not only provides sufficient order to allow the teaching of 'reading, writing and arithmetic'. It also teaches values including responsibility, tolerance, care and concern for others, respect and honesty.

Classroom management is more general than classroom disciplines where the classroom management focus on how the things are done with procedure, routines and the structure in the classroom (Walters & Frei. 2007). Santrock (2011) argue that when the classroom manages effectively, the class run smoothly and all the students will active. Contrary when the classroom has poor management, the class will be chaos and the students uninteresting to follow the lesson. Taking the time in

the first week of school to establish the expectations, rules, and routines will help the class run smoothly and set the tone for developing a positive classroom environment.

Smith & Laslett (2002) divide classroom management into four rules. They are: a. Get them in, the process at this part involves three phases: greeting, seating and starting. b. Get them out, the teacher need to consider two phases of concluding a lesson and dismissing a class. c. Get on with it, it is include the content of what they are going to learn have to match to the ability of the students and also how the teacher manner in the class will deliver a class reflect an attitude in the class. And d. get on with them; here the teachers have to know who their students are, Including face, name and characteristic. Beside of that the teachers have to know what is going on in the class, it is will have the teacher reduce misbehavior in the class.

In another hand base on Wright (2005), classroom management is concerned with four main standards of classroom life; space, time, participation and engagement. Space and time is the basic of formal education where they overlap the teachers' plans for classroom activities and in ongoing management the lesson. Engagement is the very heart of classroom management process where define as precondition of learning and helps the strength motivation and individuals' learning approaches. Participants in the live classroom learning communities are teachers and learners. Interaction is the basic of all different types of information processing that classroom initiate

According to Woolf (2009) Student-centered teaching approach such as inquiry and collaborative-base instruction require the students to discuss their idea and work cooperatively, in student-centered the students trains to reflect and articulate their knowledge and transfer the knowledge to their teammates. Then teacher in student-centered revising what is taught and how is taught base on evolving knowledge including teaching about domain. Weimer (2002) learner-centered focus on student's learning how they learning and the condition of students when learning. The students take the important part in the classroom. Then the teachers are guider, facilitator and designer of learning experience.

In Shindler (2010) views, in student-centered class, the teacher takes on the role of guiding the students' efforts. The decision maker is given to the students whenever possible. This will make the students solve their problems and making consequential choices. Here McLeod, et al (2003) defined student-centered strategy where the teacher in the classroom as facilitator then the students becomes interactive participants and it will be affective when the students ready.

Over all the definition about student-centered we can underline the students are the main focus in student-centered learning in the class where the students will study in a group, discuss each other to solve the difficulties or problem they found, then the teacher as a facilitator direct and guide the students to the right path in order they stay in the right way to solve the difficulties.

Different with student-centered, teacher-centered focused to the teachers in the classroom activities. The teacher-centered is the main control of the class, and then the students only receive everything that the teachers provide in the class.

Tails (2009) stated that the differences between student-centered and teacher-centered can be seen in the two indicate teachers' beliefs about teaching, they are:

- 1) Direct transmission beliefs about teaching
  - a) Effective/good teachers demonstrate the correct way to solve a problem.
  - b) Instruction should be built around problems with clear, correct, answers, and around ideas that most students can grasp quickly.
  - c) How much students learn depends on how much background knowledge they have; that is why teaching facts is so necessary.
  - d) A quiet classroom is generally needed for effective learning.
- 2) Constructivist beliefs about teaching
  - a) My role as a teacher is to facilitate students' own inquiry.
  - b) Students learn best by finding solutions to problems on their own.
  - c) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.
  - d) Thinking and reasoning processes are more important than specific curriculum content.

This paper is going to explore the implementation of student-centered classroom management in EFL classroom and also discussed the positive achievement in learning and teaching activity. one of factor and condition which influence classroom management is person-centered versus teacher centered (Postholm 2003).

## **2. Research method**

The method used in this research was a case study. Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context includes individual, organization, processed, programs, neighborhoods, institution anti-even events (Yin, 2009). By using this design, the researcher collected, analyzed and interpreted the data to see the classroom management process of an English teacher using student-centered method in EFL classroom. The study conducted at SMPN 1 Polombangkeng Utara at Takalar serving

845 students and has six English Teachers. SMPN 1 Polombangkeng Utara is one of the best Junior High Schools in Takalar. Because of SMPN 1 Polombangkeng Utara get A in accreditation, this school employee 2013 Curriculum starting from 2013 until now, 2019. The researcher applied the purposive sampling technique in getting data by taking two English teachers at SMPN 1 Polombangkeng Utara, the teachers who apply student-centered as teaching approach at the classroom as the participant to be observe base on the recommendation of the head master and the coordinator teacher of the English and supervision value. It narrowed as sample of 2017-2018 academic years. For the students, the researcher took the classes taught by the teacher i.e. teacher A taught IX.1, and IX.2 then teacher B taught IX.3, IX.6 and X.7. Each class has 30 students. To collect the data of this research, four kinds of instrument are used namely, observation, recording, field notes, audio video and interview.

### 3. Result and discussions

Concerning to the result, it revealed that that student-centered approach is good. There is a significant correlation between SCA and classroom management in EFL classrooms where in SCA the learner is the center point in exploratory teaching and learning. The teachers mainly responsibility is in assisting learners designing for the section, pace and evaluating of an appropriate learning experience. Huth (2015) declared four classroom management steps to serve as a platform for a positive classroom learning experience in her research. The platform include teaching awareness, creating the proper environment, providing guidance and implementation of a simple philosophy for success. She claimed that the four steps will give the reaches of any skill level to teach effectively and promote the students success.

According to Smith & Laslett (2002), they divide classroom management into three rules. They are a. Get them in, the process at this part involves three phases: greeting, seating and starting. b. Get them out; the teacher needs to consider two phases of concluding a lesson and dismissing a class. c. Get on with it, it includes the content of what they are going to learn have to match the ability of the students and also how the teacher manner in the class will deliver a class reflect an attitude in the class. The statement above also supported by Wright (2005), stated that classroom management is concerned with four main standards of classroom life; space, time, participation and engagement.

#### 3.1 Teacher's perceptions about student-centered approach

Related to the interview, generally participants had similar perception about student-centered that it is good approach, even better if it is

compared with teacher-centered approach. Good means here is talking about the teaching and learning process which focuses to the student's then the teacher as a mentor only. Student-centered approach could stimulate the student to be more active in the class to find something new by themselves. Student-centered approach can also eliminate boredom in the class because the teacher is asked to present attractive methods and techniques in teaching. In student-centered approach the teacher must underlined that the teaching process cannot run smoothly if there is not clear instruction to the students. This part illustrates some extracts from the data obtained through audio recording and seminar observation checklist; the researcher found that there were some perceptions about student-centered approach.

#### Extract 1: Student-centered is good teaching approach

The researcher asked Teacher A about her perception about student-centered, she said:

*Kalau saya sendiri sih, bagus. Bagus sekali kalau dibandingkan dengan teacher-centered.*  
[If I am myself, it's good. It's really good when it is compared to teacher-centered]

#### Extract 2. Focus to the students

Teacher B stated her perception, she Said:

*Student-centered ya itulah, bahwa kegiatan berfokus kepada siswa.*  
[Student-centered ya... that is, activity that focuses on students.]

#### Extract 3. Teacher as a mentor then the students as the main focus in teaching and learning process

The similar statement also came from teacher A, she stated:

*Jadi, segala sesuatunya itu difokuskan kepada siswa. Jadi siswa yang mencari, siswa yang menyelesaikan, guru tinggal menjadi pembimbing untuk mereka.*  
[So, everything is focused on the students. So the students who are looking for, the students who make it done, the teachers only as their guide.]

#### Extract 4. Provide clear instruction

[...The process of the results, I think through the stages when we want to deliver the tasks by grouping, we submit the group. I mean, it must be delivered clearly that they do the activity in a group or individual tasks. Well then, the instructions should be clear so that when students do all that they do not fell anything obstacles]

Extract 1-3 above indicate the teacher's perception about student-centered. On extract 1, teacher A thought that student-centered is good in applying on the class. On extract 2, teacher B stated that student-centered means student is a central focus in teaching and learning, also on extract 3, teacher A confirmed that in student-centered teachers is only as a mentor then students do all the activities in the class. And on extract 4.

Meanwhile, student-centered also had attractive methods and techniques that made the students did many activities in the class, find something new by their self without getting bored.

Classroom management not only focused on pupil behavior and discipline, but classroom management has twofold aims. The first one is environment in the classroom must be quiet and calm, this environment make the pupils can take apart in meaningful learning in a subject. The second is classroom management contributes the pupils' social and moral development. In Postholm's article also clarified that classroom management is now more than understand about a class as social system but the teachers the self-understanding and mindfulness, the multicultural classroom, behavior management, lack of knowledge classroom management, physical knowledge and social context, rules, relation and commitment, person centered versus teacher centered classroom management, an ecological perspective on classroom management and classroom management connection with motivation and learning become several factor and conditions that influence classroom management (Postholm 2003). In term of student-centered approach, Asoodeh et al (2012), stated that Student-centered Learning is really successful and effectual as a technique toward teaching pupils in 2nd elementary it show after applying student-centered. He found academic achievement of the pupils exceedingly changed. Beside of academic achievement the social skill also have a very good influence on students' confidence and improve their mental abilities. In addition to the student-learning center they can work together in groups so as to provide opportunities for students to gain social acceptance from his friends.

### **3.2 The implementation of student centered in EFL classroom at SMP Negeri 1 Polombangkeng Utara**

The school which becomes the subject of the research is the school model in implementing 2013 curriculum since 2013. It means that student-centered should be applying on that school. However, based on the researcher finding in

interview, the researcher found that the student-centered applications in the class are still around 80%. According to the interview, there are some aspects that affect the teacher combine student-centered and teacher-centered in their class. The aspects related to the level of ability of students who are still diverse which causes the application of student-centered does not run smoothly in the classroom. Beside of that, teacher's mood and teacher's habit in applying teacher centered is also influent the use of student center in the class. Lack of knowledge of the teacher in mastering techniques and learning methods are also becomes one of factors that did not achieve 100% the implementation of student-centered in class. The extracts below interpret the statement above:

#### **Extract 12. Student-centered is still combined with teacher-centered**

The researcher asked teacher B about the implementing student-centered in the class, she answered:

[Ee... 100 percent is not yet, but little by little and slowly we as teachers sometimes we also combine, what situation we can apply student-centered and what situation that we should apply teacher-centered, it is back to the conditions. Actually I had, but 100 percent to exactly same in a lesson plan is usually not 100 percent yet.]

#### **Extract 13. The effectiveness student-centered base on material**

The teacher B also stated that material delivered influence the application student-centered in the class, she said:

[Variations between what we experience. The various means the material also matter. Like the material is ongoing "Food drink and drug label" could be 90, 85 was student-centered, almost all classes when discussing this material. Either the class has good catch-ability or rather slow catch-ability. But material other than that is usually below 80%.]

#### **Extract 15. Teacher's mood and lack of school facility**

Teacher's A opinions about implementing student-centered, she said"

[... Because student-centered actually does not necessarily mean it will not run smoothly if the methods and media provided it does not exist, it will not support. So the only drawback is there, personally when I have to prepare, then the mood does not come, when the mood comes but the facilities are lacking. That's it.]

### **Extract 17. Less of mastering method and learning technique**

As additional, teacher B also state:

[...although at lesson plan method is used it is listed, but the mastery of teachers on a learning method sometimes they do not understand. they are not mastered so they use the method at will, back again to the previous habit.]

Extracts 12-17 shows us the implementing student-centered in the classroom. Extract 12 indicated that implementing student-centered in the class is not fully one hundred percent. It because of some factor which is show on extracts 12-17. On extract 13 says that the learning materials become one of factors that influence the teacher combine SCA and TCA. Another reason on extract 14 tells us about the variety student's level ability that makes student-centered is not running smoothly, it is made the teacher back to apply teacher-centered. On extract 15 explain that mood and creativity of the teacher as well as the school facilities becomes a key element of student-centered. When the teachers lose their mood, the teacher becomes less creative. As well as the school facility, although the teacher has their positive mood and has many creative ideas in teaching and learning process, it will be hampered if the school facilities are inadequate. it shows that the teaching habits of the teacher also influence the implementing student-centered, not only that, the mastering method and technique is also become one key to implementing student-centered in the classroom as shows on extract 17. It can be conclude that the willingness of the teacher, school facility and also the ability of the students are the factor of implementing student-centered in the class.

The implementation of the student-centered is also related to the statement from Weimer (2002), learner-centered focus on student's learning how they learning and the condition of students when learning. The teacher takes on the role of guiding the students' efforts. The decision maker is given to the students whenever possible (Shindler 2010). Here McLeod, et al (2003) defined a student-centered strategy where the teacher in the classroom as a facilitator then the students becomes interactive participants and it will be effective when the students ready. The three researchers above can be underlined that the importance of the teacher and students collaborate in the classroom is the main point of the successes of the implementation of students-center in EFL classroom, the level of students in the class can influence the lack of

classroom participation, management goals, and rules and procedures of classroom management.

### **3.3 The process of classroom management of student-Centered in EFL classroom.**

From the data obtained through video recording and classroom observation, the researcher found that the teachers divide the lesson into three activities. They are pre activity, whilst activity and post activity.

#### **a. Pre activity**

In pre activity, the activity starts from orientation, apperception, motivation and grouping. Below are the extracts in pre activity.

##### **1) Orientation**

In orientation, it is talking about greetings and checkup students' condition. In the first hour of learning, recite Al-Qur'an is also become student's' activity. Beside of classroom climate, teacher's emotions also give influence in managing engagement because a teacher leads the classroom group, they have a major role in setting the emotional tone of a lesson by verbally and non-verbally. Another, reciting Al-Qur'an is also one of important activity before going to the main activity. Beside it can increase students' piety towards Allah SWT, reciting Al-Qur'an is also intended to give students peace in learning. All of the activities in orientation aim to deliver students into a more pleasant learning atmosphere.

##### **2) Apperception**

In this part, apperception, the teacher asking to recall previous lesson or something related to the material to be learned, prior knowledge of the students and collecting the previous assignment. The activities include asking the previous lesson or something related to the material, asking the students' prior knowledge and collecting the previous assignment. It is related to the Wright cited in Wood (2005) that list eight the influences in lesson planning, one of them is knowledge about student's prior course experience. Asking the previous lesson or something related to the material, asking the students' prior knowledge are used by the teacher to recall the memory of the students of the learning material they have learned or the things they have experienced that relate to the lessons that will take place. Therefore, students can easily understand about the material they will learn.

##### **3) Motivation**

Motivation is about the reason of the lesson implemented include inform aim of the lesson and give an idea of what will be learned, giving clear instructions and inform the assessment criteria. Sometimes the teacher gives additional information about teaching process. It is talking about any information of the lesson in the process of teaching and learning in the class. McLeod, et al (2003) made a sequence of activity that the teacher can do in the

classroom; one of them is introducing the lesson objective and decides on a motivating. It is related to inform the aim of the lesson, an overview of the lesson, giving clear instruction about the step of the activity, inform the assessment criteria to the students in order they can be motivated to achieve the best performance and share information about KKM. Inform the aim of the lesson, give overview and give clear instruction is expected to the students to know more about the lesson. The students will easily understand the essence of the lesson to be learned and also know what they have to do during learning process clearly. Giving clear information about the lesson helps the students to complete the activity smoothly and precisely.

#### 4) Grouping

The last activity in pre activity is grouping the students into some groups heterogeneously. At this school, the students sitting arrangement has been in grouping. So, in arranging the group the teacher only giving the theme of the group's name or make balances the members of the group heterogeneously and then gives the group task or project to do. According to Wright (2005) made a cohesive and supportive group is regarded as a central management task in creating a warm classroom climate, and also, for some practitioners, a way of forestalling any problems of discipline and control. Jones (2007) argued that the only way to give all the students' time to speak is by having them together. With a very large class group rearrange to be near enough to overhear when walking around. Besides of that when the student seat closes together, the students can talk softly and still hear another. Different with very small classes, small classes tend to be overly teacher-dependent, waiting for the praise or encouragement while they talk. So, encouraging students, showing interest and answer their questions are fine and give judge when it's helpful to add comments or contributions or when it's spoon-feeding.

#### b. Whilst activity

Whilst activity is the core of teaching and learning activities that involve students fully active in the classroom as expected in student-centered approach. Whilst activity divides into five activities, they are observing, asking, data collection, associating, and networking. Whole the activity is done by the students and gets guidance from the teacher.

Nassaji and Wells (2000) framed three possible teacher roles, they are as a primary knower that the teacher presents the material to the students and all the data of the participants will contribute in the classroom, as the manager of discussion and as initiator. It is related to the first activity in whilst activity where the teacher provides pictures and example as primary knower of the students that they

observe by them self. By seeing the pictures, the students quickly understand about the lesson because the students easily attracted to images or something real that is displayed in class. Another, by providing example they could observe further and of course gain a deeper understanding of the lesson.

In this part, the researcher found that there are five activities that the teacher do in the class. They are: observing, asking, data collection, association and networking.

#### 1) Observing

Observing is a learning process to find a meaningful learning. Learning activities include listening, reading includes observe the example, and seeing about analyzing the picture or the real things.

#### 2) Asking

Asking is students' part where the students asking about material or activity that they are going to get additional information.

#### 3) Data collection

#### **Extract 38. Do like the sample.**

Extract 38 shows the teacher B asked the students collect the data from the students' textbook to get more information about the material

[Boys and Girls, what I mean is we have studied 7 items, there are 7 items related to a drug label. Now your assignment now is that you are going to identify the next label of the drugs I mean is *Sipalas* on the next page. Have you found it on the next page? This is what I meant. You will identify! Do like the sample, Do same as the sample or example we observed just now. Okay, is it clear?]

On extract 38 indicates that teacher B ask the students to collect the data from the textbook. It will help the students to collect the needed data to complete their understanding about the material.

#### 4) Association

In associating, students process the information they have collected and discuss it into groups and complete the assignments.

#### 5) Networking

Networking is communicating the results of group discussions and presenting them in front of the class in groups as follow extract below.

#### **Extract 40. Students' perform**

This extract shows perform from one of the group discussion.

Group 3: Let me in introduce us, we are from group three. We will present label of the label product we have write together.  
[Let me introduce our group, we are from group three, and we will present the label of the

This extract 40 shows one of the group perform in front of the class. The students display the result of their group discussion in order another group and the teacher can give them addition or objection about their work.

### c. Post activity

Post activity is an activity carried out to end activities in the lesson. In end of the lesson the teachers will give assignments or things that students must prepare for activities at the next meeting. In addition, in certain activities the teacher will deliver the results of the presentation of each group. At the last of the activity the teacher closes the lesson. Closing in learning activities is an activity carried out to end activities in the classroom. In classroom management time, McLeod, et al (2003) suggested that in closing the lesson, the teacher should decide on the strategy for lesson closure in order the students can give their attention to the closure activities.

Before the teacher close the class the teacher asking the things that have not understood, giving homework, let the students add their own scores and asing the benefit of the lessons (see extract 42). The teacher conducts an open assessment by writing the results of the presentation and question and answer conducted by students on the board. Then at the end of the class the teacher asked students to add their respective values printed on the board.

This is discussed in the following extract:

#### **Extract 42. Let the students add their own scores.**

This extract shows at the end of the class teacher A instructed each group to add the value they get to each of them on the board.

Teacher	<p>: yahh sudah yahh. <b>Silahkan di jumlah yang paling tinggi nilainya, best cardnya untuk kelompok tersebut.</b></p> <p>[yah.. it's enough! Please in the highest number of values, the best card for the group</p>
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In this extract 42, teacher A conducted an open assessment by writing the results of the presentation and question and answer conducted by students on the board. Then at the end of the class the teacher asked students to add their respective values printed on the board.

### **5. Conclusion**

Based on the result of findings, and discussions, the researcher put forward the following conclusions:

While running the 2013 curriculum and implementing student-centered as an approach to teachers in the teaching and learning process, the teachers assumed that student-centered was good, even better than teacher-centered. However, there are several factors that must support student-centered to run well in EFL classroom. The teacher should mastery various techniques and teaching methods that must be applied when the learning process is carried out. In addition the instructions given must be clear so that students do not get confused in the learning process. When it is fulfilled well, there will be no significant difficulties that will be faced by students. Other than that the teacher is also trained to think creatively in presenting learning material in class. The implementations of the student's center in the EFL classroom can create a productive and positive learning environment characterized, by minimal misbehavior and supportive, respectful relations. Also, develop management strategies were necessary to successfully implement in a particular lesson. There is a significant correlation between student-centered approach and classroom management in EFL classroom where in student-centered the learner is the center point in exploratory teaching and learning. The teachers mainly responsibility is in assisting learners designing for the section learning, pace and evaluating of an appropriate learning experience. While, classroom management is concerned with four main standards of classroom life; space, time, participation and engagement. The process of classroom management of student center in EFL classroom includes three activities. They are: a. Pre activity which contains observation, apperception, motivation and grouping. In pre activity, sometimes the teacher inserts a few jokes or stale bases so that the student's brain can be refresh, especially if learning is carried out at the end of school hours; b. Whilst activity includes observing, asking, data collection, association and networking.; c. Post activity consists of open assessment, give homework, asking benefit of lesson, tell the next meeting activities and asking the less understood lesson.

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